

4.0 STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

Note: You are strongly encouraged to work with the University Assessment Coordinator (977-4189 or thatcherk@slu.edu) as you develop this portion of the proposal. The University Assessment Coordinator can help you establish appropriate student learning outcomes, methods for measuring student progress and using the data to inform program improvement, and assist with all facets of academic assessment.

4.1 Student Learning Outcomes Assessment Plan

Complete the table below to provide an overview of your plan to assess student progress toward achievement of desired program-level learning outcomes. Note that results of evaluations of student performance against each learning outcome identified below will be reviewed as part of all college/school/center-level and University-level program reviews.

<p>Program-Level Student Learning Outcomes</p> <p><i>What are the most important (no more than five) specific learning outcomes you intend for all program completers to be able to <u>achieve and demonstrate</u> upon completion of the program?</i></p>	<p>Evaluation Method</p> <p><i>How will students document/demonstrate their performance toward achievement of the learning outcomes? How will you measure student performance toward achievement of the learning outcomes?</i></p> <p><i>Describe any use of <u>direct</u> measures: capstone experiences/courses, standardized exams, comprehensive exams, dissertations, licensure exams, locally developed exams, portfolio reviews, course-embedded assessments, etc.</i></p> <p><i>Describe any use of <u>indirect</u> measures: student, alumni or employer surveys (including satisfaction surveys); exit interviews/focus groups with grads; retention/transfer studies; graduation rates; job placement/grad school admission rates; etc.</i></p>	<p>Use of Assessment Data</p> <p><i>How and when will student performance data be analyzed and then used to “close the assessment loop” and inform <u>program improvement</u>? How will you document that?</i></p>
<p>EXAMPLE:</p> <p>1. Demonstrate a thorough understanding of ethical problems being addressed in an individual case or class of cases.</p>	<p>EXAMPLE:</p> <p>Direct Measures:</p> <ol style="list-style-type: none"> The following courses in the program specifically require formal case analyses designed to elicit direct evidence of student development toward this outcome: BUS 500, BUS 522, BUS 600 Embedded in the mid-term and final exams in certain required courses (BUS 550, MGMT 503, BUS 650) will be questions designed specifically to provide data enabling faculty and program administrators to evaluate student progress toward this outcome. <p>Indirect Measures</p> <ol style="list-style-type: none"> End-of-course student surveys will solicit self-evaluations of their development in the context of this outcome. Alumni surveys (administered one and five post-graduation) will solicit from graduates self-evaluations of their continued development in the context of this outcome, and will particularly focus on how the program has impacted professional competency. 	<p>EXAMPLE:</p> <p>Assessment results will be analyzed annually against a standard rubric by the program director and a small team of faculty; recommendations for curriculum, pedagogy and/or assessment revisions will be made to the department faculty on an annual cycle that allows for appropriate implementation.</p> <p>Reviews of the impact of any such program changes will also be conducted annually, and the records of those reviews will be maintained by our department assessment coordinator.</p>

<p>1. Apply the major practices, theories, or research methodologies in American Studies.</p>	<p>Direct Measures: Certificate Exam: After taking ASTD 5000, students will write a closed-book essay based on a prompt that requires them to draw from readings and themes throughout the semester.</p> <p>Indirect Measures: Exit surveys and alumni career surveys</p>	<p>Certificate exams will be administered and evaluated individually every year (ASTD 5000 is offered every fall). Assessment analyses are scheduled for every four years.</p> <p>We will add certificate students to our schedule of periodic alumni career surveys (last pursued in 2017 as part of our Program Review Self Study) with an over 90% return rate.</p> <p>Exit surveys can provide more immediate feedback on the coursework and overall certificate experience.</p>
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*The Qualifying Exam is a two-hour closed-notes exam administered to all first-year MA and PhD students at the end of their first year. There are two parts to the exam, only one of which is used in assessment: a required question based on ASTD 5000. The second part (which would not be required of certificate students) is the choice of one additional question based on elective topics seminars.

4.2 Curriculum Mapping

Courses should contribute to student achievement of the program learning outcomes detailed above. Sequencing should be intentional and complementary, allowing for the development of curricular content at multiple levels and the application and demonstration of student understanding and skills at multiple levels. Accordingly, complete the two curriculum maps below, indicating the course(s) in which each learning outcome is intentionally addressed and at particular levels of intellectual complexity and rigor, using the level indicators* provided below. ***Depending on the nature of the proposed program, the levels may seem more or less appropriate. Without veering from the spirit of the exercise, you may adapt the levels as deemed appropriate.***

Level I	Level II	Level III
<ul style="list-style-type: none"> ▪ <i>Knowledge & Comprehension:</i> Recall data or information; understand the meaning, translation, interpolations, and interpretation of instructions and problems; state a problem in one's own words. 	<ul style="list-style-type: none"> ▪ <i>Application:</i> Use a concept in new situations; unprompted use of an abstraction. Application of knowledge in novel situations. ▪ <i>Analysis:</i> Separates material or concepts into component parts so organizational structure 	<ul style="list-style-type: none"> ▪ <i>Synthesis:</i> Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. ▪ <i>Evaluation:</i> Make judgments about the value of ideas or materials.

	may be understood. Distinguishes facts from inferences.	
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Note: When you first complete the curriculum maps, you may see that certain outcomes are not addressed in any developmentally-appropriate sequence, or that a particular outcome might not be addressed substantially enough; you might even see that you have included a course(s) in your curriculum that doesn't substantially contribute to the development of any outcome. You should use the map to alter your program design, course syllabi and course sequencing to best facilitate and support student achievement of the outcomes. The result of that exercise should be a final curriculum map presented below when you submit your proposal to UAAC.

ASTD Grad Certificate	ASTD 5000	ASTD 5xxx	ASTD6xxx								
Example: Outcome #1	1	1	1, 2								
1. Apply the major practices, theories, or research methodologies in American Studies.	1,2,3	1,2,3	1,2,3								

Program Courses Offered by Other Departments:

Na

* Adapted from Bloom's Taxonomy (1965)